

A photograph of a large group of students in a classroom. Many students have their hands raised, suggesting an interactive session or a Q&A period. The students are diverse in age and are wearing white t-shirts, some with school logos. The background is a plain, light-colored wall.

Global Integrity (GI) Alliance Presentation: *'Addressing the learning crisis through systems strengthening'*

29 November 2021

Aim of Presentation

This presentation sets out:

Who the GI Alliance is; **What** we have set out to do and **Where** there are opportunities for synergies and collaboration for greater impact across OC1-OC3



Collaboration

Opportunities to identify synergies between
GI-Alliance and OC1 Grantees



Learning

Opportunities to learn about the work
of OC1 Grantees, the impact they have
had and sharing of best practices

GI Alliance

Who are we?



FAWEMA - MALAWI



POLICY FORUM - TANZANIA



CESC -
MOZAMBIQUE



TEACH FOR ZIMBABWE

A diverse and complementary alliance consisting of **Country partners**; FAWEMA (Malawi), Policy Forum (Tanzania), CESC (Mozambique) and Teach for Zimbabwe (Zimbabwe). **Transnational partners**: Global Integrity (GI), Public Service Accountability Monitor (PSAM), and Stimulus Africa (SA).



GLOBAL INTEGRITY



PUBLIC SERVICE ACCOUNTABILITY
MONITOR (PSAM)





Project Implementation

The **GI Alliance** will be working in the following countries: Malawi, Mozambique, Tanzania, and Zimbabwe.



What is our understanding
of the learning crisis?

The Learning Crisis



Geographical Exclusion of Rural Youth



Ineffective educational systems



Under-resourced and under-informed system actors



Digital Exclusion

The learning crisis has persisted in part due to the focus in national and transnational spaces on questions of *access/entry into the education system*, rather than the more important measure of *learning outcomes for those exiting the education system*.

Project Aim

“Addressing the learning crisis through ***system strengthening***”



Project Aim: Unpacking The Learning Crisis



Systems Thinking Development in Traditional Education Spaces

To shift the dynamics of education-focused systems and ecosystem of actors towards better **inclusive** policies to achieve improved and equitable learning outcomes



CSO's & Non-Traditional Actors (NTA's) Activities Enhancement

Support & strengthen CSOs, NTA's and related stakeholders in the education system enabling them to participate in regional or transnational spaces.



Voice & Visibility of Rural Youth Collectives (RYC) in Transnational Spaces

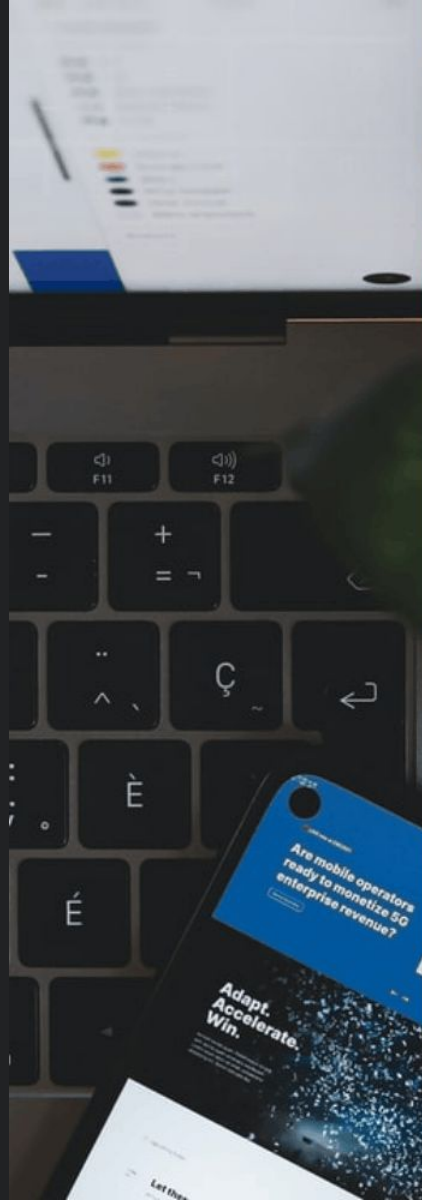
Promoting the **Voice** and providing greater **Visibility** of rural youth in Transnational Spaces addressing their disconnection from education policy

Project Aim: Unpacking The Learning Crisis

By the end of the project, the GI Alliance aims to have **amplified the voice** and enabled **greater visibility** of education-focused CSO's/RYC's and NTA's that support rural youth in Malawi, Mozambique, Tanzania, and Zimbabwe in transnational spaces - **strengthening their advocacy efforts** to better engage with decision-makers that affect their experience of the education system.



How do we plan
to achieve this?



“ Our approach to “shifting and improving dynamics of education-focused systems for accelerated progress towards improved and equitable learning outcomes” is premised on LEARNING, CAPACITY BUILDING and ADAPTIVE MANAGEMENT

Working through CSO's and NTA's that support Rural Youth Collectives we will co-design and support the implementation of locally-led, collaborative and adaptive action plans to address priority challenges as regards the learning crisis in each country.



Project Implementation Strategy



User Experience (UX) Research & Mapping

Identifying priority challenges/problems in the learning crisis with a focus on the specific nuances in each country



Dialogue, Shared Learning & Advocacy

Convening relevant stakeholders, including CSO's & Non-traditional actors(NTA's)



Co-Creation & Human Centred Design Approach

Collaboratively designing & supporting the agile implementation of action plans to address identified challenges, through cycles of collaborative action, learning and adaptation



Learning from & Amplification of Voices

Strengthening the diverse voices in the programme countries, building their advocacy capacity (through mutual learning) and integration of civil society networks into systems thinking & shared learning approaches

Key activities in the GI Alliance Project

How we intend to work



Gender Sensitivity

Sensitive participatory systems mapping and inclusive user experience research/discovery in each country and at regional/global level



Access to Trans-national Spaces

RYC ongoing participation in pre-existing trans-national education spaces.



Capacity Building

Training of rural youth collectives in *effective, evidence-based advocacy, communication and learning approaches* to enable them to better understand the landscape of system actors in their countries.



User Identification/Mapping

Identification/ formation of rural youth collectives and NTAs who will then develop advocacy agendas/advocacy action plans



Trans-national Digital Knowledge & Learning Hub

The establishment of a Digital Knowledge-Sharing Hub will give greater visibility to RYC/CSO's & NTA's whilst amplifying their voices in trans-national spaces



Accountability

Internal accountability-MOU; learnings from cycles of action inform iteration to improve project intervention till completion

Project Implementation Strategy

Special mention of key attributes of the GI Alliance's approach to learning and adaptive management:



Translating Learning from actionable insights to actually doing something new or better



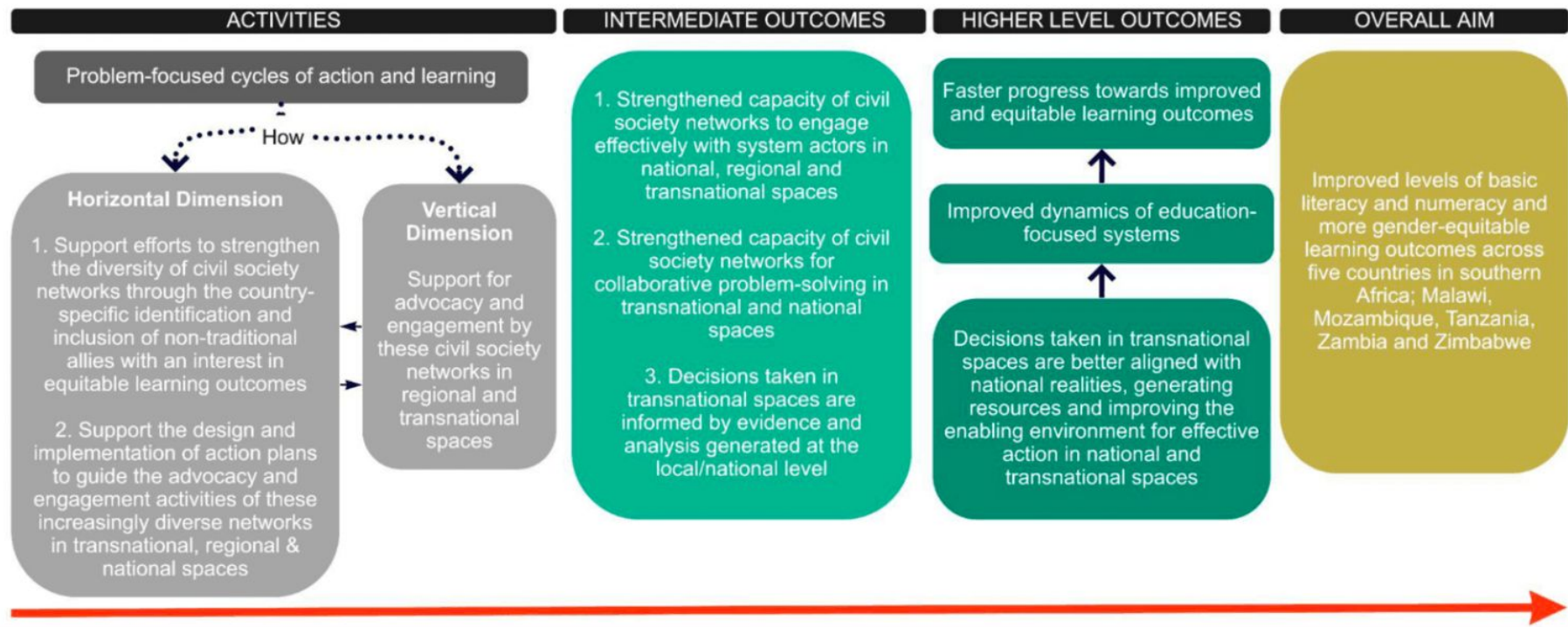
Implementation of ongoing **problem-focused action cycles** (mapping; co-creating-planning; acting; reflecting...repeat) which is **evidence-based** to inform/change strategy and future implementation.



Participatory MEL framework supportive of **peer learning** and **agile and adaptive evidence-driven implementation**

GI Alliance Theory of Change

The following diagram sets out the logic at the heart of our proposal.





GI Alliance contribution to the overall GPE/EOL Theory of Change

Our ambition is in fact, to set in motion a virtuous circle of effective advocacy and engagement by Civil Society Organisation's (CSO's) and Non-Traditional Actors (NTA's) in transnational spaces, which improves the enabling environment for;

- Implementation of national action plans
- Generating resources that further strengthen the capacity and effectiveness of those actors in national and transnational spaces, and
- Contributing to the overall GPE/EoL goal of having civil society play a more effective role in driving progress towards learning, equity and stronger systems.

GI Alliance contribution to the overall GPE/EOL Theory of Change



Opportunities for synergies at the national, regional and global level



Country-level- joint
capacity building



*Joint Rural Youth Collectives, CSO's
and NTA's led strategic advocacy of
transnational actor*



Youth-led advocacy and
learning



Sharing of education system
evidence; advocacy resources

Our Alliance contact details:

Organisation	Contact
Global Integrity (Lead) Raquel Rubio	raquel.rubio@globalintegrity.org
FAWEMA Malawi Thokozani Mpando	mpandothokozani@gmail.com
CESC Mozambique Emma Cardoso	ecardoso@cescmoz.org
Policy Forum Tanzania Semkae Kilonzo	skilonzo@policyforum.or.tz
Teach for Zimbabwe Dr Miriam Siwela	drmiriam.siwela@teachforzimbabwe.org
Stimulus Africa Rudo Nyangulu-Mungofa	rudo@stimulusafrica.com
PSAM Jay Kruuse	j.kruuse@ru.ac.za

Any Questions?

A group of children are running along a dirt path in a rural setting. The children are of various ages and are wearing simple clothing. The background shows lush green vegetation and a small building with a corrugated metal roof. The overall atmosphere is one of joy and movement.

The End